ROLE OF SELF-ESTEEM, SOCIAL MEDIA, FEAR OF FAILURE AND PARENTING STYLE IN ACADEMIC PROCRASTINATION AMONG YOUNG ADULTS

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Introduction

"Time and tide wait for none," implies that, like the tide of the ocean, time never stops flowing onward. This proverb emphasizes the value of time in the modern world, where deadlines are loom large and time is often short in supply. Many people have a tendency to keep putting off their work till a later time, and they may often declare, "I will certainly begin next Monday." According to Milgram et al., (1988) "The term procrastinating is used for this which is defined postponing tasks and decisions as a typical condition or behavioral characteristic". Solomon & Rothblum, (1984) expressed that "the act of needlessly delaying tasks to the point of experiencing subjective discomfort."

In actuality, what is procrastination? The word procrastination originates from the Latin word "procrastinatus," which was created by combining the prefixes "pro" for "ahead" and "crastinus" for "of tomorrow." Thus, procrastination means ahead of tomorrow i.e., forward the task or duties that have been assigned for the next day. Procrastination can be differentiated from deliberate work delays because it is an unintentional behavior, as opposed to logical delays that occur for reasonable causes, such as illness or technical difficulties (Yuen & Burka, 1983). Around 14% adult men and women, self-identified themselves as avoidant or arousing procrastinators. They use procrastination for routine tasks such as bill payment and making plans for personal health concerns (Ferrari, et al., 2007). Studies revealed that procrastination and stress is related to poor mental health (Stead et al., 2010). Increased levels of worry and stress, poor impulse control, a lack of perseverance, a lack of job discipline, poor time management abilities, and an inability to work logically are all connected to it (Rahardjo et al. 2013; Sirois, 2007; Ferrari & Díaz-Morales, 2007).

Academic Procrastination

Procrastination is a broad term and academic procrastination is studied as a sub – theme of procrastination. Academic procrastination is the term used to describe delay or tardiness in academic contexts such as postponing writing work, delay in assignments and studying for upcoming exams. This phenomenon, prevalent in both traditional and online learning

environments, may adversely affect students' academic achievements, psychological well-being, and long-term success. According to Ferrari, Johnson, and McCown (1995), procrastination is the habit of repeatedly delaying the start /or completion of activities beyond the deadline. According to research, almost 70% of college students put off doing assignments that are necessary for their studies (Ellis & Knaus, 1977). Research revealed a negative correlation between procrastination in academic and a student's final grade assessment (Goroshit, 2018). It was found that academic procrastination is influenced by many factors such as, personality traits, self- motivation, self-management, and surrounding of an individual (Karatas, 2015; Svartdal et al., 2020). Kuftyak, (2022) revealed that those who have high trait of procrastination leads to delay in academic tasks that increases stress and decrease academic productivity of an individual. Additionally, situational factors such as task characteristics, perceived task difficulty, and perceived self-efficacy play vital roles in determining the likelihood of procrastination behavior (Senecal et al.,1997). Research indicates that a person's sense of self-worth/ self-esteem significantly influences their tendency to put things off. Uzun et al., (2020) conducted a study on a sample of 426 emerging adults to examine the relation of procrastination in academic with self-esteem and self-control. Researcher found a negative association between procrastination in academic and both self-esteem and self-control. Zhang et al., (2018) revealed that procrastination in academic score was favorably connected with the fear of failure score and adversely associated with the self-efficacy and self-esteem scores for self-regulation. Finding suggest to plan any interventions/ therapies mainly focusing on improving self-efficacy and to overcome on fear of failure that may avoid or lessen academic procrastination among students, particularly for those who have lower self-esteem. A study at the University of Bristol found that 97% of participants experienced effects of academic procrastination, with 48% admitting to frequent procrastination. Key factors contributing to this behavior included idleness, lack of motivation, stress, excessive internet use, and task completion difficulties. When they procrastinate, more than 80 percent of students experience anxiety (Sichan, 2017). In our fast-paced digital age, social media has become the go-to hub for students navigating their academic journeys. Shaibani et al., (2020) revealed that students show moderate levels of academic procrastination and a significant association was found between students' academic procrastination and their addiction to social media. Procrastination in academics was significantly correlated with factors like using phones during lectures, spending too much time on social media, and making use of social media excessively. Predictors accounting for 22.2% of the variation in procrastination

include daily social media usage, frequency of phone usage during lectures, and addiction to social media. Have you ever found yourself putting off important tasks because you're afraid of failing? You're not alone. Research suggests that the fear of failure is a significant factor contributing to academic procrastination among students (Tan & Prihadi, 2022; Sudirman et al., 2023; Cho & Lee, 2022). In the realm of academic achievement, the influence of parental guidance is undeniable. However, beyond just ensuring completion of homework and attendance at school, recent research suggests that parenting styles may play a pivotal role in shaping a student's propensity for academic procrastination. Studies revealed that academic procrastination was adversely correlated with authoritative parenting style and positively correlated with permissive and authoritarian parenting styles (Wang, 2022; Chen & Jiao, 2022; Dong et al., 2023.

Self-esteem

Self-esteem is the magic ingredient that makes you believe in yourself, guiding you through life's twists and turns with confidence and resilience. Imagine a magic mirror that shows you how awesome you are. What kind of self-esteem is like, how you feel about yourself – whether you think you're cool, capable, and deserving of good things. Self-esteem is really important for how we act and feel about ourselves, and lots of scientists have studied it closely. Rosenberg (1965) defined self-esteem as, “evaluation which the individual makes and customarily maintains with regard to himself, expressed as an attitude of approval or disapproval”. Nathaniel Branden (1969) defines self-esteem as "the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness". Self-esteem influences various aspects of individuals' lives, including their academic performance, interpersonal relationships, and mental health (Arshad et al., 2015; Sadovnikova, 2016; Hyun-Jung & Mi-Kyung 2015). Within the educational context, self-esteem emerges as a critical determinant of students' motivation, persistence, and achievement, profoundly impacting their academic success (Bhatt & Bahadur, 2018; Sommer & Baumeister, 2002; Mirzaei-Alavijeh et al., 2018). Browne's (2016) examine the relation of educational delaying behavior and self-esteem among students. Results found a significant negative correlation between educational delaying behavior and self-esteem. Hajloo (2014) examine academic procrastination in relation with both self-esteem and self-efficacy and researcher found that both are significantly correlated with academic procrastination, both are negatively associated with procrastination in academic. It indicated that higher self-esteem and

self-efficacy are related with reduced tendencies for procrastination among students. Yang et al. (2021) conducted a longitudinal study and investigate the relationship between academic procrastination and self-esteem in adolescents. To comprehend the interactions and influences between these two components, the researchers collect and evaluate data throughout time. Researches reveal that procrastination tendencies in academia are specifically associated with poorer levels of self-esteem. Uzun et al., (2020) examine the relation of academic procrastination with self-control, whereas self-esteem play a mediational role. Findings revealed a significant relationship among academic procrastination and self-control, and this relationship is mediated by self-esteem. Higher self-esteem is linked to improved self-control, which decreases the tendency to put off academic work. Batool et al., (2017) examine the relation of academic procrastination with self-esteem and self-efficacy. The researchers want to know how these factors interact and influence each other among students. Findings revealed that low self-esteem is associated with higher levels of academic procrastination and the relationship is mediated by academic self-efficacy. To be more precise, low self-esteem leads a decrease in academic self-efficacy, which in turn to leads to an increase in academic impatience. Batool, (2020) examine the relationship between self-esteem, positive parenting and academic procrastination in relation to academic achievement. Findings revealed that positive parenting practices are directly and significantly correlated with self-esteem and lower the tendencies for academic procrastination, which further leads to improved academic achievement among students.

Self-esteem is a fundamental component of human psychology that affects how people see themselves and behave. Numerous studies consistently founds that higher self-esteem correlates with lower procrastinating tendencies and better academic performance. Furthermore, it has been demonstrated that self-esteem mediate relationship between academic procrastination and other psychological variables, such as self-efficacy and parenting.

Social Media

The world of technology is expanding quickly nowadays. New discoveries and inventions are made all the time. People everywhere can have easier and more enjoyable lives because of these developments. Our civilization is being changed by them. In the era of smartphones and constant connectivity, social media has become a central hub for communication, entertainment, and

sharing moments with friends and family. Many people are becoming habituated to social media. They use social media for longer periods of time, than they realize. This addiction can affect their mental health and make them rely too much on online connections (Braghieri et al., 2022). Excessive and compulsive use of social media platforms have negative impact on individuals' daily functioning, well-being and academic performance (Yimer, 2023). Numerous studies have shown that social media addiction is very common among several demographic groups, especially among adolescents and young people. Andreassen et al. (2017) revealed that approximately 6% of the general population of Norway showed signs of social media addiction, with higher percentages among younger age groups. Woods & Scott (2016) revealed that excessive use of social media was adversely correlated with productivity, sleep quality and overall mental health. Andreassen et al., (2017); Kuss & Griffiths (2017) revealed that social media addiction was negatively correlated with many psychological factors such as; stress, anxiety, depression, and loneliness. Thus, these finding indicate that unnecessary usage of social media adversely impact an individual general mental health and wellbeing.

Students are using technology increasingly to complete all of their academic assignments. As students' use of technological tools has become more prevalent, it draw researchers' attention as they investigate the connection between social media use and academic procrastination. Research has investigated possible relationship between procrastinating uses and regular usage of social media platforms. Shaibani et al., (2020) found that students show moderate levels of academic procrastination. Finding revealed a strong correlation between students' delay in their academic work and their addiction to social media. Significant associations were found between delays in academic and overindulgence in social networking i.e hours spent on social media every day and using phones during lectures. The daily use of social media, the frequency of using a phone during class, and social media addiction are predictors that explain 22.2% of the variation in procrastination. Muslikah and Andriyani (2018), examine that how students' use of social media affect their tendency to procrastinate academically. The results of the research revealed that there was strong correlation among delay in academic assignment and social media use by students. Especially, students who used social networking sites more frequently exhibited a tendency to put off their academic responsibilities. Serrano et al., (2022) conduct a study on 233 undergraduates to examine the relation of students' use of social media with both academic performance and academic procrastination tendency, as well as how much their mindfulness influences these

relationships. Finding of this study revealed that problematic social media usage has direct and significant effect on academic performance. Sarfo et al., (2023) conducted a meta-analysis and revealed that internet addiction had a significant impact on student's sleep quality and academic procrastination. Suárez-Perdomo et al., (2022) conduct a study to analyze the relation of excessive usage of social media with delay in academic and achievement. On the basis of usage of social media, they make three categories i.e. low, moderate and high. Findings of the research revealed that higher social media addiction category was significantly and directly associated with academic procrastination among undergraduate students, but academic performance was not directly associated with usage of social media. Nwosu et al., (2020) examine 500 undergraduate students to measure the relation of academic delay with internet addiction and usage of social media. Results revealed that internet addiction was strongly and directly associated with academic procrastination and usage of social media was not significantly predicting academic procrastination, but internet addiction along with social media has significant impact on academic procrastination. Anierobi et al., (2019) examine 965 undergraduate students to explore the relation of academic procrastination with the inappropriate use of social networking. Study found that around 33% undergraduate students showed higher level of procrastination in academic and problematic social media usage had been the significant predictor for both academic performance and academic procrastination. Ch'ng & Hoo, (2022) examine 88 undergraduate students to understand the relation of social media with grit and academic procrastination. Results founded that grit played a role of meditator between problematic use of social media and academic procrastination, as excessive use of social media was negatively associated with grit and a lower level of grit predict higher tendency of academic procrastination. Can & Zeren, (2019) examined 914 students to explore the relation of internet addiction with academic procrastination and component of self-determent (competence, autonomy and relatedness). Findings revealed that internet addiction was negatively associated with self-determent and positively with academic procrastination.

Researchers have suggested a number of intervention techniques, such as mindfulness-based therapies and cognitive-behavioral therapy (CBT), for dealing with social media addiction. (Zhou et al., 2021; Weaver & Swank, 2019).

Fear of Failure

The psychological phenomena known as the ‘fear of failure’ is characterized by a person's worry or anxiety over not living up to expectations or achieving objectives in life. According to Atkinson, (1957) “Fear of failure is a motive to avoid failure in evaluative situations based on anticipatory shame upon failure.” It can impact various aspects of life such as; academics, work, relationships, and personal achievements. This might be caused by a variety of factors, such as perfectionism, self-doubt, irrational beliefs, failure in the past, and the fear of being judged or criticized by others (Sunkarapalli & Agarwal, 2017; Duru & Duru, 2023). Fear of failing may prevent people from taking chances or following their objectives, which can ultimately result in procrastination, avoidance behaviors, and an unwillingness to leave one's comfort zone. Recognizing and handling the fear of failing is essential for developing oneself, being resilient, and succeeding in a variety of endeavors. Students can experience pressure to do well in academic in order to succeed in the future or to please their significant others. They make an effort to meet their expectations and goals. This pressure to do well and impress others makes them to feel like an overwhelming and irrational failure. As a result people never step outside of their comfort zone because they are hesitant to take the initiative. They don’t put themselves in social or academically settings where they have to struggle (Birney et al., 1969).

Zarrin and Gracia, (2020) examined the relation of academic procrastination with self-regulation and fear of not passing the exams. Researchers were interested to know how much academic procrastination is predicted by worry about failing and self-control. Finding of this revealed that worry about getting fail was directly associated with academic delay, whereas, self-regulation was adversely associated with academic delay. This study emphasizes how crucial it is to take psychological aspects into account in order to comprehend why students put off completing their projects. Rahimi and Hall, (2021) conducted a study on 1170 graduate and undergraduate students and tried to find out the reasons of academic procrastination. In terms of studying, the findings indicated that undergraduate students viewed procrastination to be more common than graduate students. Principal component analyses also disclosed distinct components for graduate and undergraduate students, such as task aversion and fear of failing for the first group and lack of assertiveness and fear of failure for the second group, but fear of failure was significant predictor for both groups in relation to academic procrastination. Sudirman et al., (2023) conducted a research to understand the relation of academic procrastination with perfectionism and worry about getting fail. The objective was to understand how these elements affected the procrastinating

behavior. Results founded that delay in academic was positively and significantly correlated with both perfectionism and fear of getting fail.

Rahmani, (2017) conducted a study on 120 students to explore the relation of affect, achievement orientation and fear of getting fail with academic procrastination. Finding of the study revealed that all these three variables are significantly predict academic procrastination. Furthermore, study was found that fear of getting fail, negative mood and avoidance achievement orientation was directly and significantly correlated with academic procrastination. Abu & Saral, (2016) conducted a study found the reason for academic procrastination behavior. Findings of this revealed some factors that was closely associated with academic procrastination tendencies i.e. students was found academic tasks tedious, having bad study habits, fear of getting fail, seeking thrilling hobbies and perfectionism. An Indonesian study found that around 36.8% variance was predicted by fear of failure in university students (Karim & Alim, 2021). Yosopov et al., (2024) conducted a study on 327 undergraduate students to explore the relation of procrastination tendencies with perfectionism and fear of getting fail. Findings of the study revealed that both perfectionism and fear of failure are closely associated with procrastination tendencies. Furthermore, it was found that procrastination and perfectionism both are also correlated to overgeneralization of failure among students. Yosopov, (2020) conducted a research to understand the relation between perfectionism and procrastination and how fear of failure and overgeneralization of failure mediate the relation between these variables. Findings of the study revealed that the propensity to extrapolate failures to one's overall sense of self is predicted by fear of failure and this the result of combine effect procrastination and perfectionism

Tan and Prihadi (2022) conducted a research to discover the association among procrastination in academic, fear of failure and achievement expectancy. Finding revealed fear of failure had an immense positive influence on academic procrastination, whereas, the expectation-value model had a significant negative direct effect. Afzal and Jami (2018) conducted a research to explore the incidence and cause of procrastination in academic among college students. The researcher interested to investigate fundamental causes for delay in academic. Finding revealed some factors i.e. perfectionism, lack of enthusiasm, fear of getting fail, insufficient scheduling abilities, as well as trouble setting priorities that inclined procrastinating behavior. Rezaeisharif et al., (2021) interested to explore the relation of delay in academic with fear of failure, emotional regulation

and perfectionism. Finding of the research revealed that fear of failing and issues with managing emotions acted as a mediating factor in the association between students' negative perfectionism and delay in academic assignments. Akmal et al., (2017) was interested to know whether fear of failure have any connection with academic procrastination tendencies in students working on thesis. The findings indicate that educational delay was significant predictor by fear of failure of among thesis-writing students. It was indicated that individual with high level of fear of getting fail tend to procrastinate more on their academic work. Begum, (2023) conducted a study on 200 students to explore the relation of fear of failure with academic procrastination and self-esteem. Findings revealed a significant gender difference between these variables. Procrastination in academic was significantly predict by both fear of failure and self-worth. It was found that female students have higher score on both self-esteem and fear of getting fail in comparison to male students, but male participants have greater scores on academic procrastination in comparison to female students.

To create a better learning environment it is necessary to understand psychological processes that influence student's academic accomplishment. Connection between procrastination in academic and worrying of getting fail may be a contributing factors in worsening student academic performance.

Parenting Style

Parenting is a complex and deeply meaningful journey that involves nurturing, guiding, and influencing the development of children from infancy to adulthood. Being a parent is more than just giving a child food, shelter, and other necessities; it's a complex process that involves nurturing and shaping a child's development. It is about helping a children to learn how to behave and succeed in society and also encouraging them to pursue their own dreams and goals. Through the process of socialization parents teach them various cultural values, beliefs, customs, conventions, and other socially and culturally acceptable behavior (Bradley & Caldwell, 1995). Parenting as defined by Baumrind (1991), "Parenting style is used to capture normal variations in parents' attempts to control and socialize their children." According to Darling and Steinberg (1993), parenting style is characterized as "a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviors are expressed."

Diana Baumrind (1967), is famous psychologists for her studies on parenting approaches. She established the link between core parenting techniques and children' behaviors. Through comprehensive research and examination of the relationships between parents and children within the home, Baumrind (1967, 1971) develop a model for the categorization of parenting styles that explain how parents balance their children's requirements for both nurturing and establishing boundaries. On the basis of how parents of children differ from each other on '*responsiveness'* and '*demandingness'* variables, Baumrind develop three categories of parenting i.e. 'authoritative', 'authoritarian' and 'permissive'.

Authoritative Parenting Style is characterized by both 'high control and high warmth', it is a combination of expectations and warmth. Parents that are authoritative are responsive as well as demanding. According to Berk, (2007) authoritative parenting is associated with the growth of competence, responsibility, and autonomy during childhood and adolescence, which results in strong self-esteem, social and moral maturity, etc. **Authoritarian Parenting Style** is characterized by 'low warmth, low autonomy, high control and high expectations'. Such Parents set strict rules, employ a restrictive, punishing approach, and demand that their children follow them (Kopko, 2007). **Permissive Parenting Style is** characterized by 'high warmth but low control and low expectations', such parents are quite lenient and not strict at all. Permissive parents are compassionate and not overly involved in their child's upbringing, they feel that granting their adolescent's requests is the best way to show their love (Kopko, 2007).

Like any other aspect of life, parenting also influence the academic behavior of an individual. Woo & Yeo, (2019) examine the connection between parenting styles and procrastination behaviors. Results revealed that particular parenting style and degrees of procrastination behavior was correlated, indicating parental upbringing may have an impact on procrastinating tendencies. Authoritarian, uninvolved or permissive parenting style was positively correlated with procrastination in academic and authoritative parenting was negatively correlated. Chen et al., (2022) investigates the relationship between authoritarian parenting, perfectionism, and academic procrastination. The study examines how authoritarian parenting styles, characterized by strict rules and high expectations, impact students' tendencies to procrastinate academically. Results revealed that authoritarian parenting is positively related to both perfectionism and academic procrastination. Furthermore, it was also found that perfectionism play a role of mediator between these variables. Mikaeili and Salmani (2021) conducted a research to examine the relation of

parenting styles with students' academic procrastination. After analyzing data, the researcher investigates how different parenting approaches predict the likelihood of students engaging in procrastination behaviors. The results indicate that there was a relationship between different degrees of academic procrastination among students and specific parenting styles, including authoritative, authoritarian, permissive, or negligent parenting. Authoritative parenting was associated with lower degree of academic procrastination. Zakeri et al., (2013) revealed that academic procrastination was the significantly predicted by parenting styles (authoritative- 9.9%, authoritarian- 12.9% and permissive- 4.5%). Overall around 26% variance was explained by parenting styles in academic procrastination behavior among students. Pychyl et al., (2002) have hypothesized that children who experience a high degree of parental control and severe discipline are more likely to procrastinate their academic work because these parenting styles encourage the socially acceptable perfectionism among kids. Another study found that procrastination behavior was directly correlated by authoritarian parenting and self-relegation play a role of mediator between these two variables (Ta, 2023). Loa (2012) conducted a study on 157 psychology students to examine the relation of parenting styles with academic procrastination. Findings of the study revealed that both permissive and authoritarian was not directly correlated with procrastination behavior but authoritative parenting was significantly correlated with procrastination behavior among students.

Wang, (2022) provided a meta-analysis on the connection between procrastination in academic and parenting styles. The meta-analysis investigates multiple studies and examine parenting styles—authoritarian, permissive, authoritative, and neglectful in relation to delay in academic assignments. The findings of the meta-analysis reveal that authoritarian and permissive styles were positively correlated with academic procrastination, while the authoritative styles were negatively correlated.

Rationale of the Study

Academic procrastination is a common issue that affects most of the students across various educational levels and disciplines. Underperformance is the most prevalent characteristic of procrastination: as a result of their propensity to start late, procrastinators rarely have enough time to complete projects to the best of their abilities. People with a habit of putting things off may experience emotional difficulties, and their behavior may indicate that they are anxious about

being late. Their anxiousness makes them uneasy, which could make them want to relax and they might give in to their temptations. Procrastinating may steer students to poor study habits because they may find it difficult to manage their time, create a study schedule that works, or strike a healthy balance between their academic and social responsibilities. Students who consistently put off studying and have bad study habits tend to become distracted, unmotivated to do well in class, and can show anxious behavior while taking exams.

The present study aims to investigate the effects of use of social media, self-esteem, fear of failure and parenting style on academic procrastination behavior among students. This study would help to understand reason behind students' difficulties in managing their time and finishing their assignments on time.

By reviewing relevant literature, it can be inferred that the majority of research on academic procrastination has been conducted in abroad. In India, very few research has been done related to this issue, and even then, it has been done in relation to other variables. There are minimal studies that examined academic procrastination in connection to self-esteem, use of social media, fear of failure and parenting style among college and university students.

The findings of the study will be helpful to educators, parents, planners, administrators and policymakers to enhance their knowledge and have better understanding about procrastination. It will be helpful in making constructive efforts to reduce procrastination on academic tasks. This study also has practical implications for students themselves, providing them insights to reflect upon their personal procrastinating tendencies and tactics so that they can enhance their time management abilities and academic achievement.

The findings of this study can be utilized to develop evidence-based intervention programs and support services to students overcome procrastination and help them in achieving academic success. This research will critically address some student issues like low self-esteem, excessive use of social media, fear of getting fail and negative parenting, educators can help students to improve their skills and suggest strategies to overcome procrastination and enhance their scholastic achievements.

Objectives

1. To examine the relationship between self-esteem, social media, fear of failure, parenting styles and academic procrastination among students.
2. To study the relative contribution of self-esteem, social media, fear of failure and parenting styles on academic procrastination among students.
3. To see the gender differences on self-esteem, social media, fear of failure, parenting style and academic procrastination among students.

Hypotheses

1. There would be a significant negative correlation between self-esteem and academic procrastination.
2. There would be a significant positive correlation between social media and academic procrastination.
3. There would be a significant positive correlation between fear of failure and academic procrastination.
4. There would be a significant correlation between parenting style and academic procrastination.
5. Self-esteem, social media, fear of failure and parenting style would have significant contribution in academic procrastination.
6. There would be a significant gender differences on self-esteem, social media, fear of failure, parenting style and academic procrastination.

Design-

Correlational design

Variables –

- **Independent variable:**

  Self-esteem, Social media, Fear of failure, parenting style

- **Dependent variable:**
  Academic procrastination
- **Controlled variable:**

Age, Education, Socio economic status

Sample –

The sample for the present study would be 500 students out of which 250 would be male and 250 would be female. Range of the sample varies from 18 to 22 years.

Inclusion criteria-

- Both male and female students.
- Students between the ages of 18 and 22.
- Enrolled in graduate courses at any college/ university.
- The sample would consist of students from any stream (arts, science, or commerce).

Exclusion criteria-

- Students below age of 18 years and above 22 years.
- Students having any physical or psychological aliments health conditions were not allowed.

Tools –

Rosenberg Self-esteem Scale-

Rosenberg established the Rosenberg Self-esteem Scale (RSES) in 1965. It is a 10-item scale that evaluates one's overall sense of worth by assessing one's positive and negative self-perception. It is 4- point Likert scale ranging from strongly agree to strongly disagree. The range of total scores is 0 to 30. Scores below 15 indicate poor self-esteem, while scores between 15 and 25 indicate a normal level of self-esteem. Out of ten, five items i.e. (2, 5, 6, 8 and 9) are reverse scored. The minimal coefficient of consistency is 0.90, while the internal consistency is 0.77.

Academic Procrastination Scale (APS) (McCloskey, 2011)-

It has 25 items to be rated on a 5-point Likert scale (1 being disagree and 5 being agree), such as "I only study the night before an exam and I tend to put things off for the next day." The range of total scores is 25–125. Students tend to put things off more when they score higher for the scale, Cronbach's coefficient alpha was 0.94.

Fear of Failure in Learning Scale (Beomkyu Choi, 2021)-

It has 26 items to be rated on a 5-point Likert scale (strongly disagree to strongly agree). The inventory assesses four distinct domains, includes: (Performance avoidance (PA), Feeling of shame (FS), Self-handicapping (SH), and Learned helplessness (LH)). The range of total score is 26 to 130, higher the score indicate higher level of fear of failure. The Cronbach's alpha coefficient, or internal consistency coefficient, was determined to be .92 for the entire scale and to range from.73 to.93 for the sub-factors.

Parental Authority Questionnaire (PAQ) (Buri, 1991) -

The parental authority questionnaire, created by Buri (1991), was used to examine parenting style. According to Buri (1991), the questionnaire measures parental authority or disciplinary methods from the child's point of view and evaluates perceived parenting style. In this questionnaire three parenting styles are presented to us namely; Authoritarian, Authoritative, and Permissive. It was a five point rating Likert scale ranging from strongly agree to strongly disagree and it consisting 30 items (10 items for each parenting style). Cronbach's alpha values, ranged from 0.87 to 0.74, discriminant validity, and content were all high.

Social Media Addiction Scale - Student Form (SMA-SF) (Şahin, 2018) –

It has 29 items to be rated on a 5-point Likert scale (strongly disagree to strongly agree). The inventory assesses four distinct domains, includes: (virtual tolerance, virtual communication, virtual problem and virtual information). The range of total score is 29 to 145, higher the score indicate higher level of social media addiction. The Cronbach's alpha coefficient, or internal consistency coefficient, was determined to be.93 for the entire scale and to range from.81 to.86 for the sub-factors.

Procedure:

First of all, the goal of the present study would be explained to the participants to establish a proper rapport with them. Confidentiality of the information would be assured. After establishing the rapport, instructions regarding each scale would be provided separately, and required information would be collected from individual participants and scoring would be done according to manuals.

Statistical Analysis:

After the collection of data appropriate statistical tools would be used.

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